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ABSTRACT

This report outlines the types of school-to-work transition programs available in North Carolina and provides maps showing which counties provide each type of program. Numbers of students served annually are listed for some types of programs. Programs profiled include the following: cooperative education (14,000 students); internships (2,000 students); youth apprenticeships; career academies; tech prep; school-based enterprises; supervised occupational experiences (3,000 students); and vocational student organizations (80,000 students). Eight publications are listed for further information. (KC)

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SCHOOL-TO-WORK Transition Programs

A Status Report

- Cooperative Education
- Internships
- Youth Apprenticeships
- Career Academies
- School-Based Enterprises
- Supervised Occupational Experiences
- Vocational Student Organizations
- Tech Prep

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July 1993

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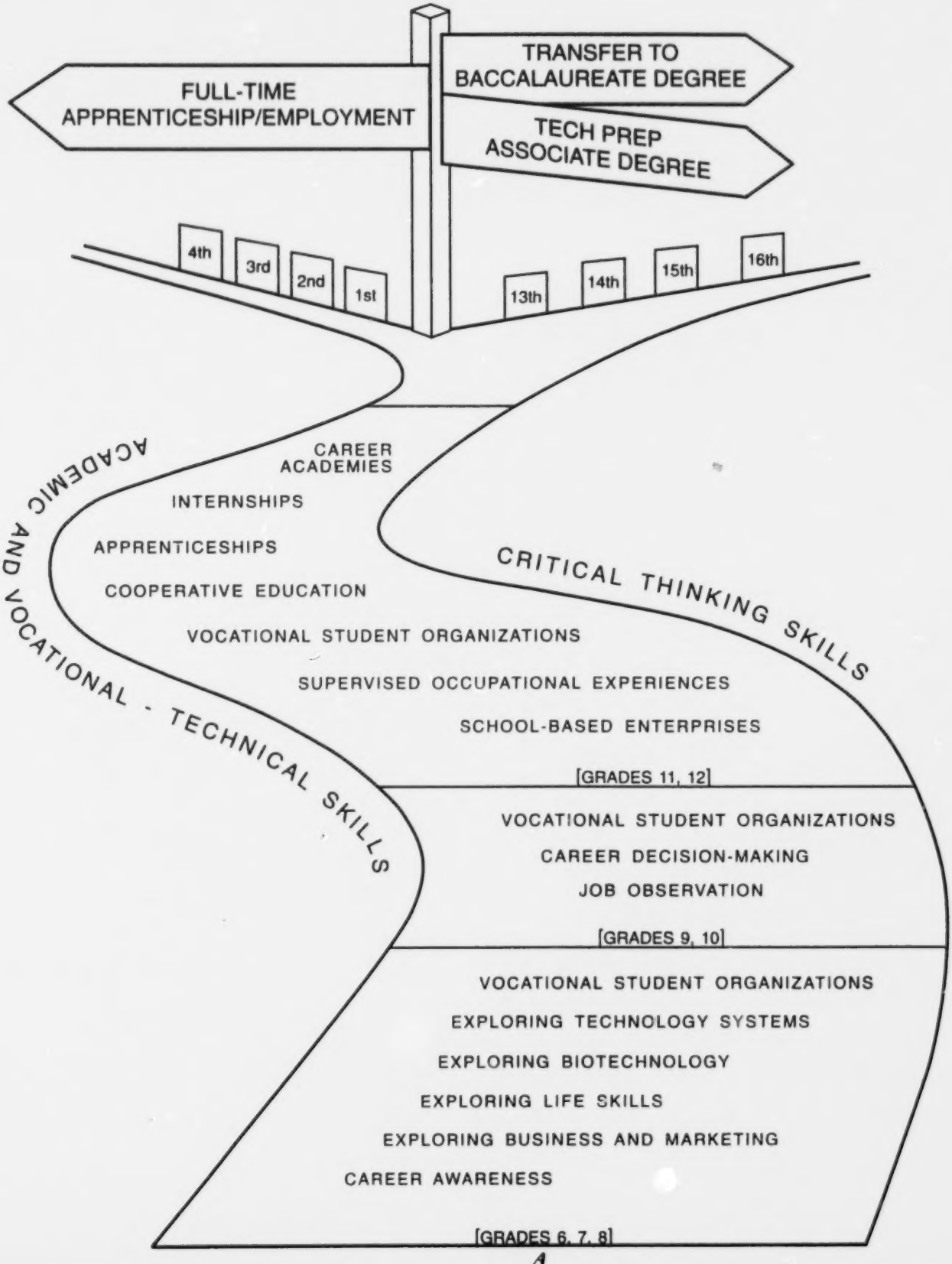
CAREER PATHS THROUGH TECHNICAL PREPARATION



SCHOOL-TO-WORK TRANSITION

Programs designed to help youth make a smooth transition from school to the workplace. Through school-to-work transition programs, students see the connection between what they learn and the practical application of that knowledge. The structure for any school-to-work transition program is based on work-place know-how. It has three elements:

l) a foundation consisting of basic skills, thinking skills and personal qualities;
2) competencies relating to allocation of resources, interpersonal skills, processing information, understanding systems and selecting and applying technology; and
3) specific vocational competencies/work ethic including technical skills, employment skills and work ethics.

A comprehensive transition program involves students in career awareness, exploratory experiences, decision making and planning, and job preparation. Students are assisted in selecting the programs that best meets their career objectives and prepares them for further training, postsecondary education and/or full time employment. The programs must have the support of local business and industry which provides the learning arenas.

Transition programs may be an integrated part of a vocational program or a separate vocational program. Transition programs include cooperative education, internships, youth apprenticeships, school-based enterprises, supervised occupational experiences, vocational student organizations, Tech Prep and career academies.

COOPERATIVE EDUCATION

(Approximately 14,000 students participate annually)

A method of instruction for vocational and technical education students who through written cooperative arrangements between the school and employers, receive academic and vocational instruction in school and additional instruction/work experience on a job site. Teachers and employers work together to ensure that the participants learn and perform job tasks in accordance with mutual expectations.

INTERNSHIPS

(Approximately 2,000 students participate annually)

Programs designed to provide students with additional development of technical competencies in a work setting. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about a particular career and perform certain job tasks. Students, teachers and employers meet regularly to evaluate the experience as well as the work performed.

YOUTH APPRENTICESHIPS

An employer-school partnership that integrates academic instruction, structured vocational training and paid work-site experience. The program enables high school students to receive on-the-job training (technical as well as work attitudes, writing, speaking and reasoning abilities), classroom instruction, a high school diploma and an approved certificate of competency. The program leads to entry into a related postsecondary program and/or permanent employment.

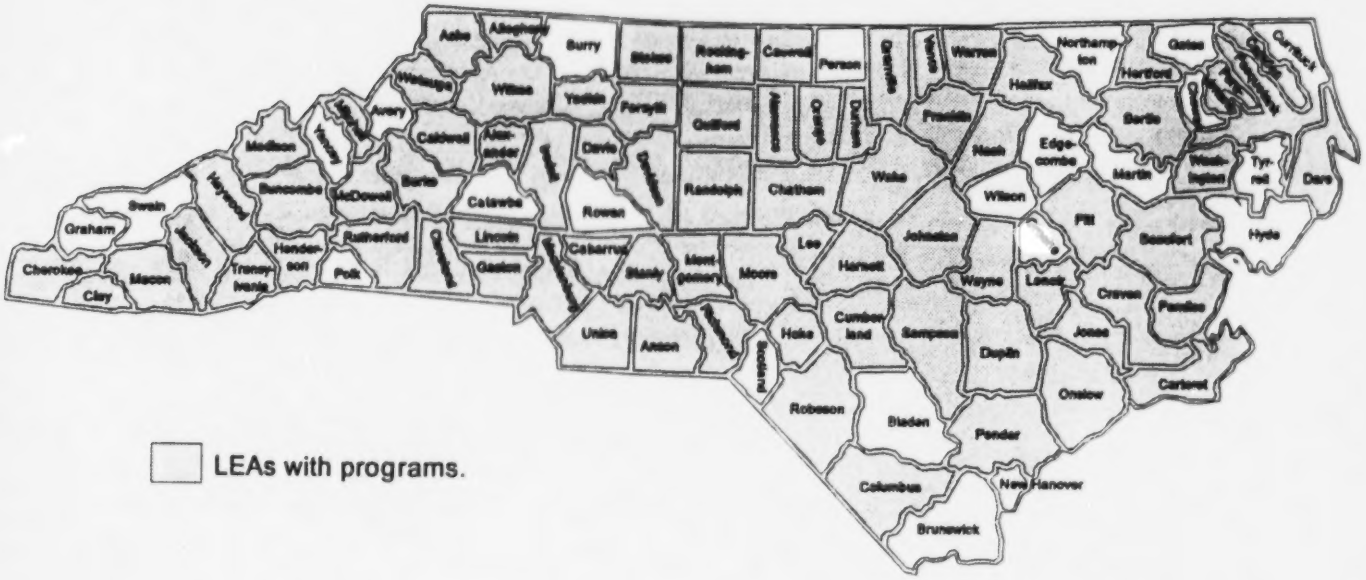
Youth apprentices and the participating businesses are registered with the North Carolina Department of Labor.

CAREER ACADEMIES

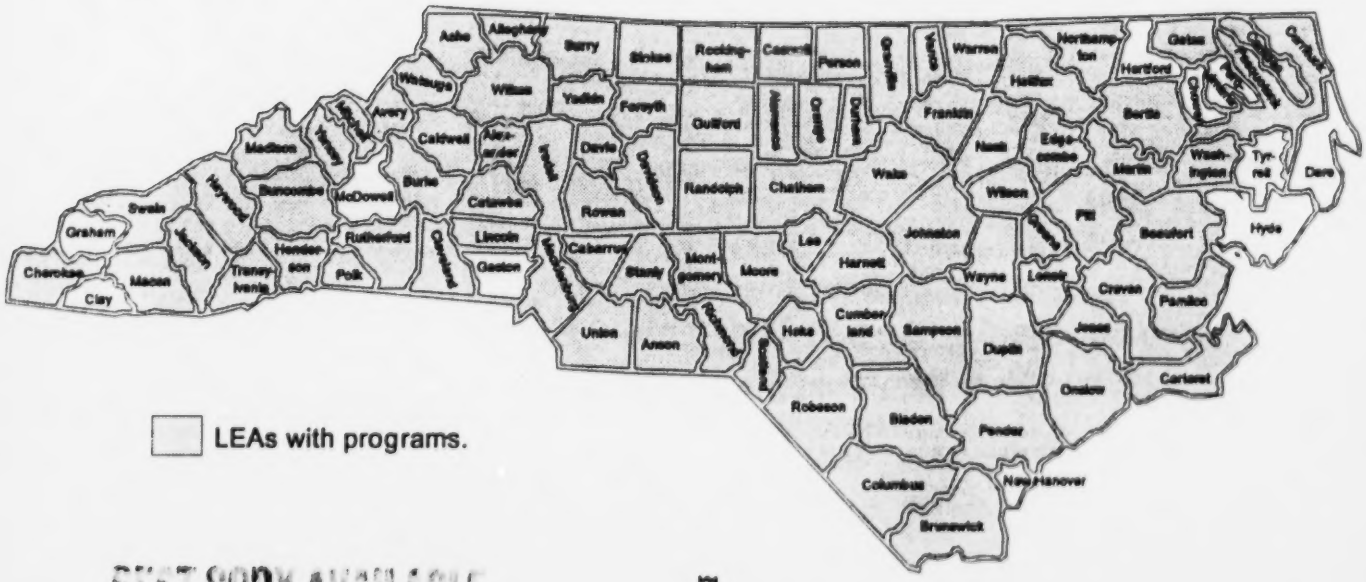
Programs designed to integrate academic and vocational curricula organized around a theme (health careers, electronics, etc.) They encompass a set of jobs ranging from those that require no postsecondary education to those that require advanced degrees. Academies have the following common characteristics.

1) Each academy is organized as a "school within a school" where students take a sequence of courses together.
2) Each academy has a particular vocational, occupational or industrial theme.
3) Each academy enlists the active involvement of local employers in the related sector.

School-Based Enterprises



Supervised Occupational Experiences



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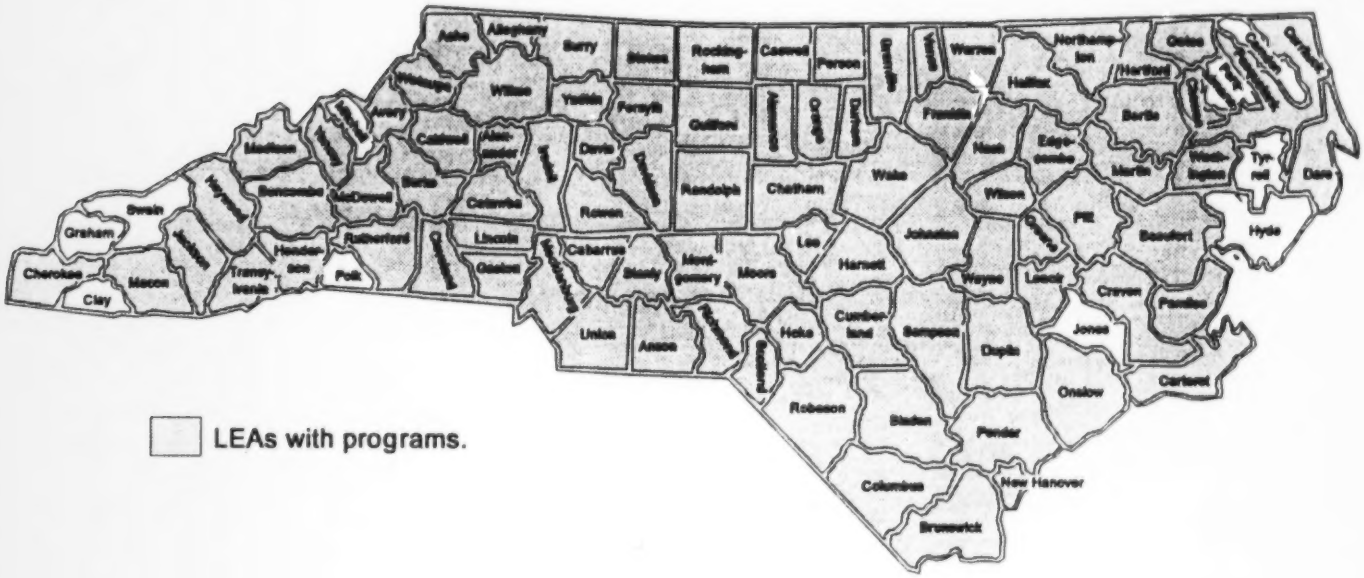
TECH PREP

A focused, sequential six-year course of study designed to meet the need for high school graduates to have more technically-oriented educational preparation. Through a blending of higher level academic and vocational technical courses, Tech Prep prepares students for the advanced courses required by two-year technical and community college programs, and by increasingly sophisticated occupations.

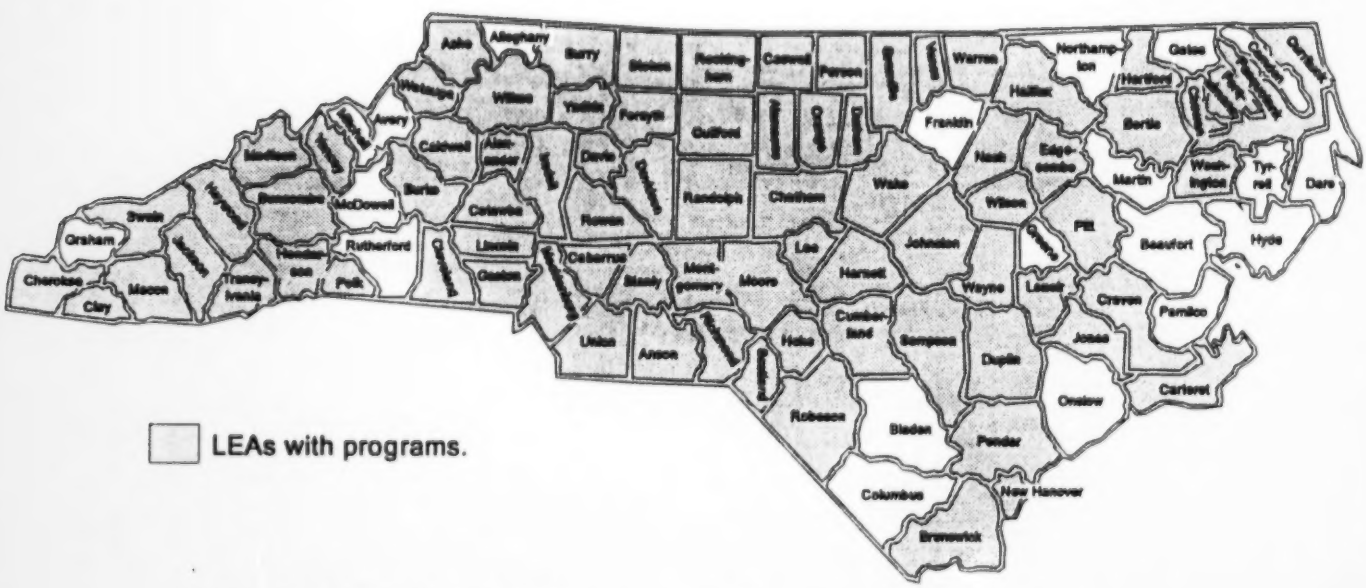
The Tech Prep course of study requires that students perform at grade level or above in English, math, science and social studies. Academic and vocational technical courses place an emphasis on integration of basic skills, higher order thinking and problem-solving skills, scientific principles and concepts, computer-assisted learning, and state-of-the-art technology.

Tech Prep provides the opportunity for articulated curriculum between secondary and postsecondary education in order to create a seamless transition for students from high school to postsecondary education. A major component of Tech Prep is a comprehensive career counseling program to assist all students in grades 7-14 to identify aptitudes, interests and career options, and to select the appropriate academic or technical course of study.

Cooperative Education



Internships



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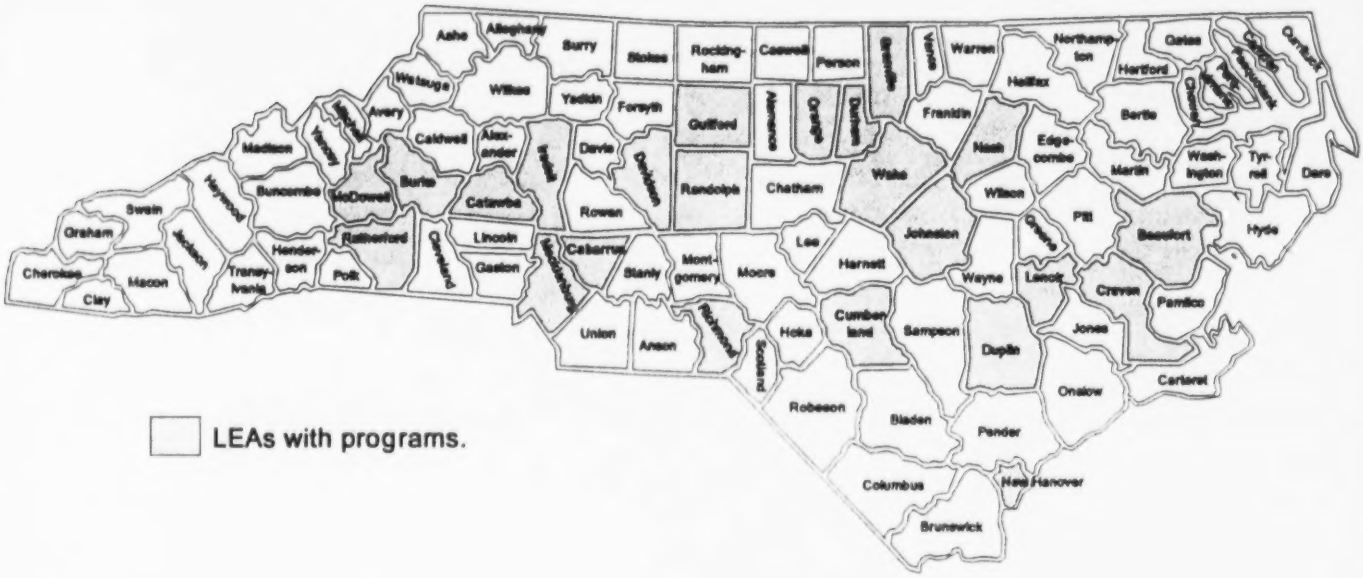
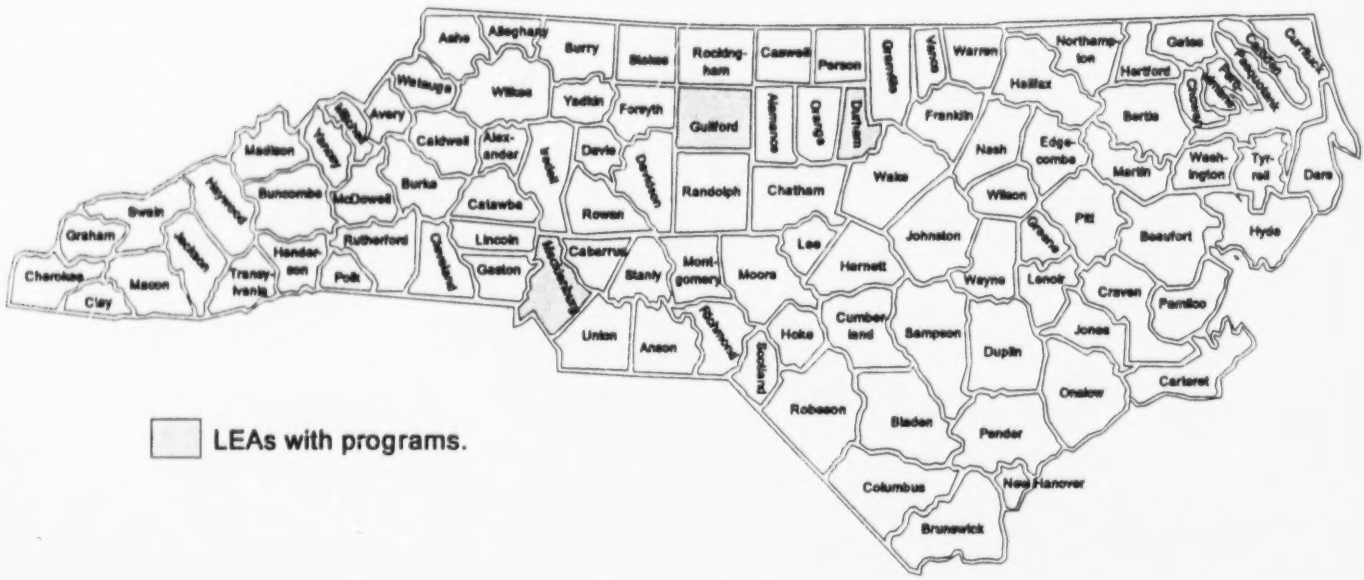
Youth Apprenticeships



Career Academies



SCHOOL-BASED ENTERPRISES

A school-sponsored activity that engages students in providing services or producing goods for sale. Individual or sequenced high school courses are set up as actual student-run businesses. Participants learn entrepreneurship, application of skills and knowledge from other courses and enhance their personal development.

SUPERVISED OCCUPATIONAL EXPERIENCES

(Approximately 3,000 students participate annually)

Planned practical activities conducted outside of scheduled class time in which students develop and apply occupational knowledge and skills. Students are supervised by teachers, employers, parents/guardians and other adults who assist in helping individualize and achieve predetermined objectives.

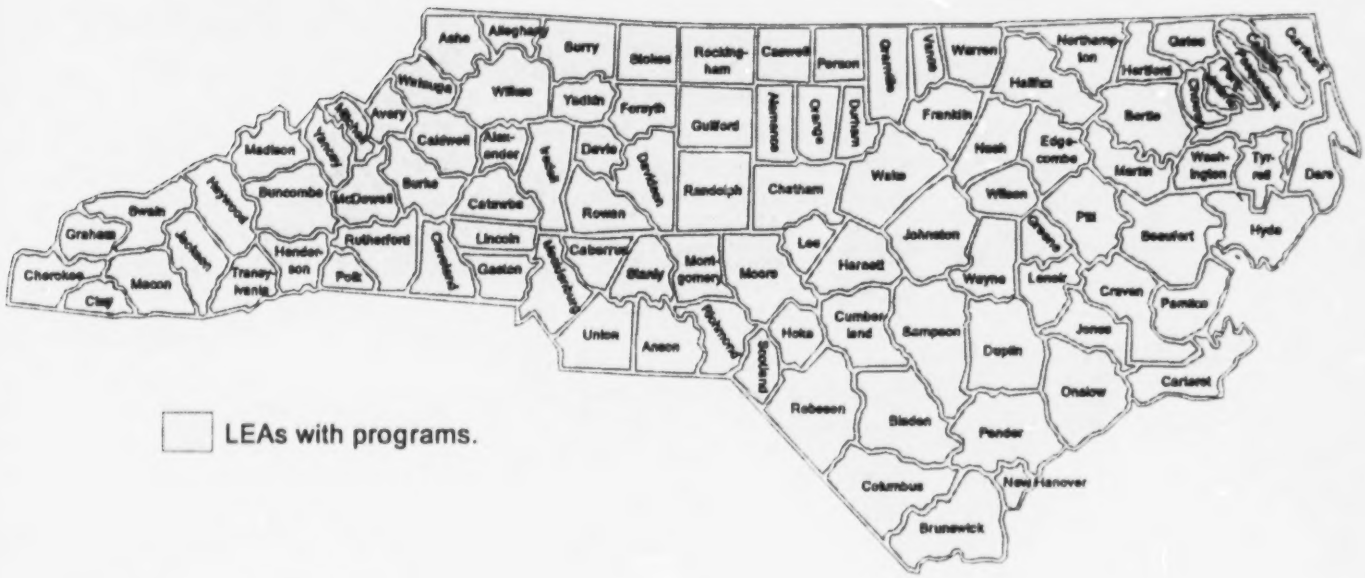
VOCATIONAL STUDENT ORGANIZATIONS (VSOs)

(Approximately 80,000 students participate annually)

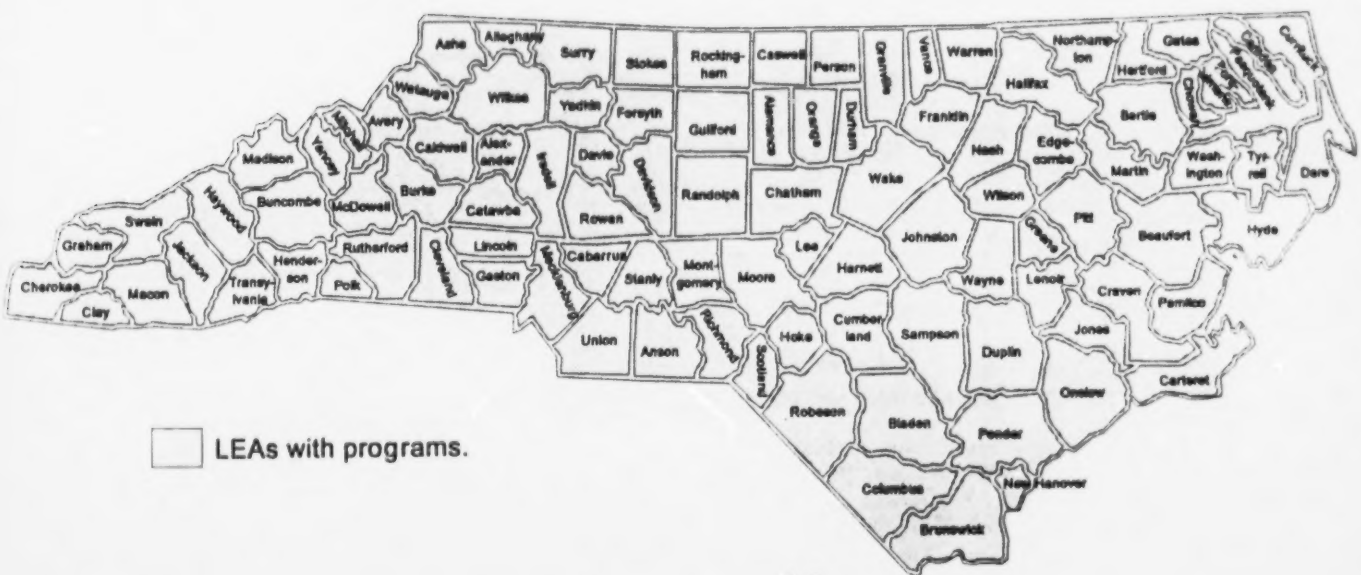
Vocational Student Organizations are an integral part of instruction, providing a unique method for attaining the vocational objectives for the various program areas. In addition to sharpening particular vocational skills, VSOs enable students to work democratically in groups and strengthen leadership abilities, thinking skills, creativity and self-confidence. They also contribute significantly to workplace competencies identified in the SCANS report:

resources – allocation and effective use of time, money, materials;
interpersonal skills – team building, service to customers, working with diverse cultures;
information – evaluate and organize data, communicate with others, use computers to process information;
systems – understand systems, monitor performance, design or improve systems;
technology – select proper equipment and tools, apply appropriate technology, maintain equipment.

Vocational Student Organizations



Tech Prep



FOR MORE INFORMATION.....

• *America's Choice: High School or Low Wages!* Commission on the Skills of the American Workforce, National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614.

• *Combining School And Work: Options in High School and Two-Year Colleges.* Office of Vocational and Adult Education, U. S. Department of Education, Washington, DC 20202-7100, 1991.

• *The 1993-95 Strategic Plan for Workforce Preparedness.* Governor's Commission on Workforce Preparedness, Raleigh, NC, December, 1992.

• *Real Jobs for Real People, An Employer's Guide to Youth Apprenticeship.* National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005.

• Rosenbaum, James E. et al., *Youth Apprenticeship in America: Guidelines for Building An Effective System.* William T. Grant Foundation Commission on Youth and America's Future, Washington, DC, 1992.

• *School-to-Work Connections: Formulas for Success.* U. S. Department of Labor, Employment and Training Administration, Office of Work-Based Learning, 200 Constitution Avenue, N.W.N-5626, Washington, DC 20210.

• *Vocational Education for the 21st Century.* National Dropout Prevention Center, Clemson University, Clemson, SC, September, 1992.

• *Youth Apprenticeships.* Office of Work-Based Learning, Employment and Training Administration, U. S. Department of Labor, 200 Constitution Avenue, N.W., Room N-4649, Washington, DC 20210

For additional information about developing school-to-work transition programs, contact the Vocational and Technical Education Director in your local school system or Vocational and Technical Education, Department of Public Instruction, 301 North Wilmington Street, Raleigh, NC 27601-2825.

Notes